DOCUMENT RESUME

ED 257 234 EC 172 561

AUTHOR	Russell, Don W., Ed.
TITLE	Igniting Creativity and Planning for Your Gifted Students.
INSTITUTION	North Carolina Association for the Gifted and Talented, Winston-Salem.
PUB DATE	84
NOTE	79p.
AVAILABLE FROM	North Carolina Association for the Gifted and Talented, 1756 Stonewood Dr., Winston-Salem, NC 27103 ($6.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Exploration; *Creative Development; *Creativity; Elementary Secondary Education; *Gifted; Language Arts; *Learning Activities; Mathematics Instruction; Science Instruction; Social Studies; Units of Study

ABSTRACT

The collection of instructional plans is designed to offer samples of strategies and ideas to teachers involved with gifted students. Approximately 30 plans are presented for the following areas (sample subtopics in science (atomic fusion), social studies (mores and folkways), mathematics (spatial relations), health and physiology, philosophy, and language arts (literature). Each plan includes information on study area and level, suggested broad goals, instructional objectives, activities, directions and instructions, materials and resources, and evaluation. A second section presents units on mythology, courage/fear, career exploration in science, folk and fairy tales, and on recent changes in American society. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257234

NORTH CAROLINA ASSOCIATION FOR THE

gifted talented

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IGNITING CREATIVITY AND PLANNING FOR YOUR GIFTED STUDENTS

Dr. Don W. Russell, Editor

Published by
North Carolina Association for the Gifted and Talented
1984

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Linda M. Morris
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 172561

Copyright ©, 1984, NCAGT

Introduction

The intent of this collection of instructional plans is to offer samples of strategies and ideas to teachers who are involved with gifted students. These plans have been written and used successfully by several teachers of the gifted, but are not infallible and should be adjusted to the classroom needs of the individual teacher. Thus, it is recommended that each instructional plan be assessed as to its applicability to certain classroom situations, the calibre of students, the personality and versatility of the teacher, and then applied or retooled as each teacher sees fit.

Part I of this booklet presents a model to set the stage for student creativity and is called the I.C.P. (Igniting Creativity Plan). Several examples of I.C.P.s are included.

Part II presents a variety of types of plans and teaching units; again to be applied, restructured, used in part, or to serve as models to initiate new plans and ideas for gifted learners.

Grade and subject-matter levels are suggested in many of the plans; however, experienced teachers of gifted students know that what initially may seem appropriate for a fifth grade class may - with or without revision - be equally suitable for earlier or later grade levels.

These plans and ideas are presented with a reminder that: (a) the abilities of gifted students generally demand intellectual challenges that go beyond regular classroom materials and teaching strategies; and (b) our major goal is to invest in the motivation of our greatest young minds through our strongest personal and professional efforts.

Deep appreciation is expressed for the efforts manifested by the many teachers whose ideas are included in this booklet and to all those educators whose goal it is to provide functional service and materials for the education of gifted students.

PART I

I.C.P.s

Igniting Creativity Plans

I C P

"Igniting Creativity" Plan

The purpose of an ICP is to fully outline a unique approach to a particular area of study which will motivate the gifted student to think freely, comprehensively and creatively.

An ICP should contain clearly stated parameters, objectives, procedures and resources for teachers to readily appraise its applicability and thus tailor the plan to their specific teaching situations.

An ICP consists of the following components:

I. STUDY AREA AND LEVEL: (A succinct description of the parameters of the topic or area of study, plus suggestions relative to the appropriate range of age and grade levels.)

Examples: (These are titles of ICPs developed by teachers of the gifted and are presented here to suggest the types of study areas appropriate for gifted students)

SCIENCE: (Constructive and Destructive Atomic Fusion), (Theory vs. Law in Science), (Conceptualizing Time, Space, Energy, Matter), (Sub-atomic Particles - How Far?).

SOCIAL STUDIES: (Movements - Social, Political and Economic), (Mores and Folkways), (Historiography), (Futurism), (Eutopian Experimentation), (Comparative Government), (Feminism).

MATHEMATICS: (Right Brain Mathematical Functioning), (The Basis of Bases), (Spatial Relations), (Arithmetic vs. Geometric Reasoning), (Numbers, Figures, Symbols).

HEALTH AND PHYSIOLOGY: (Germs - Good and Bad), (Brain Food), (Organ and Gene Banks), (New Roads to Maturation and Longevity).

PHILOSOPHY: (Real and Unreal), (Components of Wisdom), (Ethics vs. Morals), (Logic-Mathematics), (Aesthetics).

LANGUAGE ARTS: (Literary themes on a Time Line), (Listening), (Semantics), (Ido, Esperanto and Pig Latin), (Psycholinguistics), (Body Language). (Age and grade level suggestions for the study areas will be determined by the stated broad goals and instructional objectives.)

II. SUGGESTED BROAD GOALS: (Divergent Exploration), (Attitudinal Variables), (Concept Development, (Affective thinking skills), (Imagination and Fantasy), etc.

III. INSTRUCTIONAL OBJECTIVES: (What the student is to experience, in what fashion, in how much time, for what outcomes, and to what possible degree of success.)

Examples:

After five one hour periods of small group discussions, using a three step analytic process (brainstorming, organizing, concluding), the group participants will be able to demonstrate evidence of marked improvement in insight into the concepts of "SPACE" and "TIME" through student and teacher evaluated essays written at the first and last discussion periods.

By the completion of this activity involving four creative tasks, the student, through self-analysis and group discussion, will have learned how to evaluate himself as a thinker, and how to create original ideas from simple directions.

IV. ACTIVITIES: (Such as experiments, meditation, think-tank, interviews, group processes, writing exercises, directed study, etc.)

V. DIRECTIONS AND INSTRUCTIONS: (Statements which will give guidance to instruction and explain the procedures of the activities.)

VI. Materials and resources; (An annotated list of books, kits, agencies, resource people, etc. which can serve as appropriate elements in the plan.)

VII. EVALUATION: (In terms of the broad goals and the instructional objectives--may range from informal observation to more formal measurement and evaluation.)

I C P

(DRAW A CAR)

I. STUDY AREA AND LEVEL: Any subject area where the concept of "Creativity" is being emphasized. (Appropriate from grades four through twelve).

II. BROAD GOALS: (a) to motivate self-analysis, (b) to trigger imagination and original ideas, (c) to study possible steps in a creative process.

III. INSTRUCTIONAL OBJECTIVE: By the completion of this activity involving four creative tasks, the student, through self-analysis and group discussion, will have learned how to evaluate himself as a thinker, and how to create original ideas from simple directions.

IV. ACTIVITY AND DIRECTIONS:

A. Group discussion on possible ways in which a person thinks.

B. students describe themselves and each other as thinkers.

C. Using the Task Sheet, each student lists the three major characteristics of himself/herself as a thinker. (After each of the following four tasks, the student will evaluate himself/herself (plus or minus) under each characteristic.)

D. Task I: In the first space on the Task Sheet, draw (create) a car.

E. Task II: In space #2, using this figure, and this figure only create a car.

F. Task III: In space #3, using three pieces of jewelry, two natural objects, and one edible object, create a car.

G. Task IV: In space #4, create a car that uses a source of energy never used before.

H. Total the +'s and -'s under each characteristic. Share and discuss the results. Allow for additions, deletions or other changes in the listing of the characteristics.

(These activities are sufficiently flexible to allow the teacher to use as little as one class period, or to spread out the activities over a week or more)

V. MATERIALS AND RESOURCES: Task Sheets, pencils.

VI. EVALUATION: (Subjective reactions by the teacher resulting from the pre-task discussion and follow-up discussion.)

TASK SHEET

Creative Tasks	characteristics of you as a thinker		
	1)	2)	3)
Task I			
Task II			
Task III			
Task IV	Totals:		

I C P

(Geo-Spatial Fun)

I. STUDY AREA AND LEVEL: Mathematics (Spatial Relations), (Geometric Applications), Appropriate for gifted students in grades 3-6.

II. BROAD GOALS: (a) Definition and understanding of terms (right triangle, parallelogram, trapezoid, hypotenuse, congruence, area), (b) Exploring likenesses and differences, (c) motivating original thinking and logic.

III. INSTRUCTIONAL OBJECTIVE: By the conclusion of this activity, using a student-made set of tangrams, the student will be able (1) to label and understand the right angles, hypotenuses, trapezoids and parallelograms; (2) to understand and define the term "congruence"; (3) to find tangram pieces that taken together equal other tangram pieces; and (4) to think through the concept of "area" and the Pythagorean theorem.

IV. ACTIVITY: Student construction of tangrams to be used in working through the tasks described in the Directions.

V. DIRECTIONS:

1. Beginning with a square sheet of paper, construct a set of tangrams.

   a. Fold in half on both diagonals

   b. Cut on one diagonal and cut in half

   c. Label pieces A & B

   d. Discuss "right angle," "hypotenuse," "congruence."

   e. With other half, fold right angle down to center of hypotenuse

   f. Cut off triangle and label C

   g. Fold corner of trapezoid to center line. Cut off and label D

   h. Cut off square and label F

   i. Fold to form parallelogram

   j. Try to put all parts back together to make a square

2. "Guess my piece." Teacher takes one piece. Children ask questions to guess what it is. Only yes or no answers.

3. Establish meditation periods to search out implications and to explore original thoughts.

4. Discuss the concept of "area" and introduce the Pythagorean theorem.

NOTE: (These directions would be greatly expanded and would include several figures, list of questions, and subsidiary experiments)

VI. MATERIALS AND RESOURCES: Paper, pencil, scissors

Read: Teaching Geometry with Tangrams, Russell, Dorothy S. and Bologna, Elaine M., Arithmetic Teacher, vol. 30 #2, Oct. 1982 p. 34-38.

VII. EVALUATION: Subjective judgments made by teacher at several junctures of the activity and at the end.

I C P

ESP - IS IT ALL IN YOUR MIND?

I. STUDY AREA AND LEVEL: Science (Scientific Process). This mini-unit will culminate a study of the Scientific Process and is designed for 7th graders, but applicable earlier or later.

II. BROAD GOALS: a) Unique application of the Scientific Process, b) Extend thinking skills, c) Set the stage for creativity, d) Open minds to questions of "reality".

III. INSTRUCTIONAL OBJECTIVES: By the conclusion of this activity, students will be able to a) list four types of ESP (clairvoyance, precognition, telepathy, and psychokinesis), b) explain and give examples of each, c) conduct an interview with a person who claims or "appears" to have ESP, d) use the scientific process to test for clairvoyance by collecting data and applying simple statistical tests to help interpret this data, e) design an experiment (with teammates) to test for ESP, f) appraise the plans of others, specifically looking for uncontrolled variables and ways to improve the experimental design.

IV. ACTIVITIES:

1) Group discussion of ESP including explanation of four types--this will give students the opportunity to relate personal ESP experiences or talk about people they know who have had ESP experiences.

2) Explanation of Dr. Rhine's scientific experiments on ESP.

3) Students make their own ESP cards--25 cards with five different symbols (stars, circles, squares, crosses, and waves).

4) Introduce data table and carefully explain. Students should practice running tests on classmates to make sure they know how to properly execute these tests. Students must then give clairvoyance test to ten people. (Results are considered significant if more than 5 out of 20 or 20% of the symbols are correct.) Students will use own discretion about time of day and repeating tests to determine if they have found a person with ESP.

5) Group discussion to develop questionnaire that can be used to interview people who appear to have ESP. Student must conduct at least one interview using this questionnaire or a self designed questionnaire.

6) In class students will work in teams to design their own experiment to test for clairvoyance, precognition, telepathy, or psychokinesis. These plans will be presented to class and critiqued for "scientific validity".

7) Data collected with ESP cards and through interviews will be the basis for a final discussion on the reality of ESP.

V. Materials and Resources:

J.B. Phine, New World of the Mind, William Sloane, Ass., 1953
J.B. Rhine, Extrasensory Perception
data tables
cardboard, scissors, and magic markers
pencil and paper
materials of student choice

VI. Evaluation; a) subjective reaction of teacher to presentation of data during discussion on the reality of ESP (Each student will present evidence they collected during this discussion), b) Class critique of experiment designed by each team.

DATA TABLE FOR CLAIRVOYANCE TESTING

Interviewer:_____

Instructions: Set the pack of ESP cards in front of the volunteer and have your volunteer identify the order of the cards in the pack by calling out the symbol that appears on each card. You should record each symbol as it is called out in the appropriate box. After the volunteer has completed the 25 cards, you should compare the order of cards in the pack to the order of the data table. "X" out those that are wrong and circle those that are correct. Tabulate the data to determine if the individual has ESP.

initials												
date												
time												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
correct												
percent												

I C P

(CREATIVE CREATURES)

I. STUDY AREA AND LEVEL: Social Studies (The Study of Creative People). Appropriate for students in grades 4 through 8.

II. BROAD GOALS:

A. To develop productive creative thinking (study of steps in the creative process).

B. To develop effective awareness of creative qualities.

C. To exercise critical judgment.

D. To reason reflectively.

III. INSTRUCTIONAL OBJECTIVES: By the conclusion of this activity involving at least eight creative tasks, the student, through self-analysis and group discussion, will have learned how to identify creative characteristics in him/herself and in others and how to enhance these traits for productive thinking.

IV. ACTIVITIES:

A. Discussion/think-tank of different kinds of thinking and creativity.

B. Creation of an open climate for studying and using creative processes described by creative people.

C. Regular examination of ideas for logic, imaginativeness, and constructive criticism.

D. Interviews.

E. Directed study.

V. DIRECTIONS AND INSTRUCTIONS:

A. Student (individuals or committees) are to study films and read biographies of creative people.

B. After selecting one creative person (past or present) to study intensively, each student is to create scenery and plays; write news items, poems, music, stories; devise simulation and "Twenty Questions" games, crossword puzzles, mysteries, treasure hunts; or other activities about that person.

C. Students are to live for a day or a week as their "creative character."

D. Students are to write their autobiographies and evaluate the (future) results of their own lives.

E. Students are to develop (individually or in a group) a statistical chart on a group of creative people, showing age, sex, geographical location, level of education, disabilities, etc., and make deductions.

F. Students are to form their own research and then develop their own criteria for judging creative people. (This may be done also as the first activity and the last. Compare differences.)

G. Students are to plan a talk-show discussion between three well-known creative people, representing different categories, on an issue that affects all of them. (Audience input should be encouraged.)

H. Students are to develop a court trial against (or in favor of) the product of a creative person (i.e., atomic bomb, nuclear reactor, . . .).

I. Students may brainstorm activities of their own for studying creative people.

VI. MATERIALS AND RESOURCES:

A. Films and biographies dealing with the lives of various creative people. These may be interwoven into the study of American history (i.e., Thomas Jefferson, Benjamin Franklin, Henry D. Thoreau, Dorothea Dix, . . .).

B. Paper, pencils, chart paper.

VII. EVALUATION: Subjective judgments made by teacher and observations/discussion from students throughout the activity. At the conclusion of this activity, each student should respond to the following questions either orally or in writing:

(1) Why have changes, creative productions, and inventions taken place more rapidly in certain periods in history?

(2) What have been some of the common traits among creative men and women throughout history?

(3) What can you imply about the progress of creative men and women of today?

(4) What can you predict for creative men and women in the future?

(5) Is democracy necessary for the fostering of creative productivity?

I C P

"Walk in My Shoes"

I. STUDY AREA AND LEVEL: Composition and creative expression on the secondary level. (This plan could be adapted to a variety of levels and areas.)

II. BROAD GOALS: (a) to stimulate the imagination, (b) to visualize a whole from a part of that whole, (c) to express as fully as possible an interior image.

III. INSTRUCTIONAL OBJECTIVES: By the conclusion of this activity the student will demonstrate proficiency with the descriptive essay form through the depiction of the image of a person in as much detail as possible.

IV. ACTIVITY: The writing of a descriptive essay as stimulated by the directions.

V. PROCEDURE: (Directions and Instructions)

A. At the beginning of the period chosen for the writing of the descriptive essay, the teacher without explanation or fanfare begins to clear a table or desk.

B. Then s/he uses a cloth or other table cover to cover the cleared area. The cover should be very neutral and not distracting.

C. On the cover, s/he places 4-6 carefully selected pairs of shoes which have been in a grocery bag or otherwise kept from view. The arrangement of the shoes should be a subtle stimulus to the imagination.

D. The purpose of the exercise can now be discussed. The students are to visualize as completely and in as much detail as possible the people who wore those shoes. They are to choose one pair and its owner(s) as a basis for a descriptive essay which will center on the owner(s), not the shoes.

E. The essayist should be able to describe the following:

1. hair
2. eyes
3. facial appearance
4. general physical appearance
5. clothing
6. occupation
7. background
8. character
9. personality
10. etc.

F. The decision making steps could be integrated into the exercise if the teacher wished to do so.

VI. MATERIALS AND RESOURCES: 4-6 pairs of stimulating old shoes from Goodwill or elsewhere
1 table cover
1 grocery bag

VII. EVALUATION: The essay will be evaluated on the use of the descriptive essay form and the overall description of the person imagined by the writer. Evaluation will also consider the writer's defense of his choice of material and its organization if the decision making steps are employed in the process, along with manifestations of creativity.

I C P

Nature Olympics

I. STUDY AREA AND LEVEL: Any subject area where the concept of "Creativity" is being emphasized. It can also be used as a culminating activity with any age level.

II. BROAD GOAL: To involve students in a group activity that covers many disciplines and relates to nature.

III. INSTRUCTIONAL OBJECTIVE: The students will become involved in a group activity and

(1) will perform in front of a group

(2) will study a natural object intensively

(3) will come up with creative answers

(4) will be involved actively in concepts of several discipline areas

IV. ACTIVITY: The Nature Olympics is held with several teams competing. Each team is to meet, choose a leader, and develop a name for their group. Then the competition begins! (This activity could be adapted to more teams and/or more or fewer participants on each team. Different events or more events could be used.

V. DIRECTIONS AND INSTRUCTIONS: Each team is to find a natural object which can be used without environmental damage, and bring it to the group. Each team will then prepare and present the following about their nature object:

(1) Brainstorm a list specifying the practical as well as "far-out" uses of the nature object

(2) Present an explanation of the object's place in nature

(3) A written short story about the object

(4) An original poem about the object

(5) An original song about the object

At the end of approximately a two hour period each group will give their presentation.

VI. EVALUATION: Events are evaluated by the students and possibly a panel of impartial observers according to (1) originality (2) method of presentation and (3) content on a

scale of 1 to 5 and then multiplied by the level of difficulty.

SCORE CARD

Team Name: "The Spinners"

	Event	Individual	Score		D/D	Total
1.	Use	Helen	3	x	1.2	3.6
2.	Niche			x	1.7	
3.	Short Story			x	2.0	
4.	Poem			x	2.5	
5.	Song			x	2.0	
			Team Total			

I C P

"Only Skin Deep"

I. STUDY AREA AND LEVEL:

Appropriate for grades nine through twelve. Any subject area where the concept of prejudice and its destructive effect on the development of self image has been discussed.

II. BROAD GOALS:

A. to develop a personal awareness of prejudicial treatment

B. to develop empathy for groups of people who must deal with prejudice in their lives

C. to motivate self analysis

III. INSTRUCTIONAL OBJECTIVES:

By the completion of the activity, the students through self analysis, group discussion, and group interaction will have learned how to evaluate prejudice and its pervasive influences and effects on people and their self image in general and the student and his self image in particular.

IV. ACTIVITIES AND DIRECTIONS:

A. Prior to this activity the class will have discussed "prejudice" using various media as the take off point for the discussion (a recent movie, filmstrips, short stories, novels, poetry, etc.) Prejudice as it develops from simple predilections and biases will be discussed, along with the accompanying emotional reactions.

B. The students will be supplied with grease paint. The students will divide into pairs and paint each other's face. The teacher will instruct the students to leave the grease paint on their faces and continue their normal activities. They will not be allowed to answer any questions concerning their painted faces. The success of this activity depends on strict adherence to this rule and if the student had planned to go out for lunch, go to the dentist, go to work, etc., he must follow through with this activity.

C. On the following class meeting the teacher will begin the discussion by asking questions. (What emotion did you feel yesterday? What responses did you expect? What responses did you receive? Were the responses

different when you were by yourself as opposed to your presence in a group of painted individuals?)

D. The teacher will assign a theme to each student dealing with their reactions about prejudice before the activity and then after the activity.

E. The teacher may assign a creative project in which the students will reproduce their feelings in music, mime their experiences, visually interpret their experiences (paintings, drawings, photographs, etc.) or role play their experiences.

V. MATERIALS AND RESOURCES:

A. Grease paint

B. Student made projects

VI. EVALUATION:

Subjective reactions to the projects by the teacher and students as to the effectiveness of their presentations in revealing their individual frustrations.

I C P

Mime's the Word

I. STUDY AREA AND LEVEL: Language Arts (The Art of Mime) (Body Language). Appropriate for gifted students in grades 4-8.

II. BROAD GOALS:

A. To define and understand certain terms (mime/pantomime, mime technique, body language).

B. To motivate self-analysis and an awareness of others.

C. To stimulate imagination.

D. To enhance the creative thought process areas of originality, fluency, and elaboration.

III. INSTRUCTIONAL OBJECTIVES: After 8-10 45 minute periods of individual and small group work, the student will be able to:

A. Define the term pantomime.

B. Experiment with ideas.

C. Try new and imaginative roles.

D. Create original ideas from simple directions.

E. Evaluate his/her own body language as perceived by others.

IV. ACTIVITY AND DIRECTIONS:

A. Group discussion of how people communicate without using voices.

B. Individuals describe how they use facial expressions and body movements to communicate.

C. Show one of the classic silent films (Comedy or otherwise).

D. Divide the class into small groups to introduce mime techniques (Creating invisible objects or environments in space). Each person must show an everyday activity like brushing teeth or eating dinner without using any props or words. Others must guess what that person is doing and should offer suggestions on how to improve the activity.

E. Still in small groups, students should try to feel different emotions (anger, joy, loneliness, fear, confusion, . . .) while observing how these feelings affect their face, body. What changes and what remains the same?

F. (Small or large group) Students are to list different occupations, and then select one to pantomime. Others must guess what this person does for a living.

G. (Small group) Students are to select a famous personality in the school or community and try to imitate him/her in pantomime. Others must try to guess whom each person is imitating.

H. Each student is to make up a mime sketch with a partner and present it to the class. Videotape, if possible, to make an original "silent film." Later, classmates may identify what they saw and offer constructive criticism.

I. Continue this activity by brainstorming various methods of communication used by the speech/hearing impaired. Students may design their own Mini-Lesson or Interest Area Lesson in any subject for working with such handicapped students. If possible, arrange to have students actually teach their lessons to some speech/hearing impaired students.

V. MATERIALS AND RESOURCES: a classic silent film (comedy or otherwise), video-tape camera and television.

VI. EVALUATION: Subjective judgments made by the teacher and observations from the students throughout the activity and at the end.

I C P

The Magic Box

I. STUDY AREA AND LEVEL: This activity can be used on all levels K-12. It can be used with all students and even adults. Science.

II. BROAD GOALS: 1) exploring similarities and differences between familiar objects.

2) motivating logical thinking.

3) developing classification skills.

4) developing the use of all senses in the observation of familiar objects.

III. INSTRUCTIONAL OBJECTIVES: At the end of the activity, the students will be able to:

1) point out similarities and differences in the objects found in the box.

2) expand their powers of observation by sharing and expressing ideas.

3) apply these skills to other forms of classification.

IV. ACTIVITY AND DIRECTIONS:

1) Each student will be given a "magic box".

2) Instruct the students not to open the box until they are told to do so. The box should be sealed, if just with a rubber band. Inside the box are five familiar objects such as a paper clip, wooden block, rubber band, eraser, crayon, cotton ball, bottle cap, piece of string, penny, etc. Each box must contain the same items.

3) Have students try to guess what is in the box without opening it. Brainstorm ideas. What senses did you use to draw these conclusions? Write the ideas on the board.

4) Allow students to open the box. Which guesses were correct?

5) Instruct students to observe, through all senses, the items in the box. List the properties of each item on the board.

6) Help with vocabulary. For example, a student may use the word "opaque" to describe an object. Be certain all students are familiar with the words given. Take the opportunity here to expand vocabulary (adjectives) used in scientific observation.

7) Ask the students to choose two objects they feel are similar. How are these objects alike? Take turns explaining how the objects could be paired. Suggest pairings and see if students can identify your reason for pairing them.

8) Ask the students to choose two objects they feel are not similar. How are they different? Now, can you think of ways they are alike? Are there any two objects for which you can not find a likeness? Which ones?

9) Continue manipulating objects and exploring vocabulary and discussing similarities and differences until the students feel comfortable. Do not allow this activity to get boring. End the activity while the interest level is still high. The next lessons should follow where this one left off so be certain students will look forward to returning to the activity.

V. MATERIALS AND RESOURCES: Magic box for each student, chalk, and chalkboard.

VI. EVALUATION: Subjective judgments made by the teacher throughout the activity, and at the end of the activity.

This lesson may be used on many levels and with all students as well as adults. Questions and activities can be tailored to fit grade level and students.

The boxes can be reused placing new objects in it for each new activity. One student can be given the job of filling the boxes. Let student groups be responsible for making up new activities using the boxes. You can put imaginary items in the boxes also.

The boxes can also be adapted to observations, communicating, ideas, forming hypotheses, expanding vocabulary, and other science-related thinking skills. The possibilities are endless.

I C P

Environmental Art

I. STUDY AREA AND LEVEL: Art (Contemporary Trends) (Application of Design Elements), Appropriate for gifted students in grades 9-12.

II. BROAD GOALS: (a) to enhance the awareness of non-traditional styles and techniques used by contemporary artists, (b) to motivate divergent thinking by use of non-traditional methods, (c) to increase susceptibility to attitudinal change about art forms and their meanings, (d) to give students responsibility for planning, completing, and organizing, (e) to increase observational powers, (f) to encourage flexibility in attentional styles.

III. INSTRUCTIONAL OBJECTIVES: By the conclusion of this activity the student will be able

(1) to explore the relationship of artists to a changing technological society.

(2) to recognize works of various contemporary artists

(3) to broaden sense of the relationship between art and environment

(4) to explore concepts of junk art, box constructions, and transformation of the object;

(5) to experience non-traditional uses of materials

(6) to employ design elements in their own original creations;

(7) to break traditional thoughts about objects

(8) to recognize the importance of art as a vehicle for communication of own personal expressions and concepts; and

(9) to increase awareness of cultural resources in community galleries.

IV. ACTIVITY: Student construction selected from following concepts:

A. Junk Sculpture

B. Box Constructions

C. Transformation of Object

V. DIRECTIONS:

1. Visit to gallery

2. Slide presentation of "Contemporary Trends" Humanities Series

3. Discussion and brainstorming session

   (a) Name as many as you can of abstract expressionists artists.

   (b) Name as many non-traditional techniques as you can from slide presentation or gallery visit.

   (c) Name outgrowths of this movement.

   (d) Read short selection from Pop Art Reidentified

   (e) Review concepts - Junk sculpture or Junk art
   Box constructions
   Transformation of object

4. Release students for their own meditation and research.

5. Assign reading in magazine - Jan. 1981 issue - "The World Inside, The Magical Boxes of Joseph Cornell"

6. Station numerous books for student research.

7. Presentation by individuals - Discussion of their work and how they employed non-traditional techniques influenced how and by what artist.

VI. MATERIALS AND RESOURCES: Mixed media

VII. EVALUATION: Subjective judgments made by teacher at several junctures of the activity and at the end.

I C P

Greatness

I. STUDY AREA AND LEVEL: All areas of subject-matter, Appropriate for Gifted students in grades 3-6.

II. BROAD GOALS: (a) to motivate analysis of a concept (b) to formulate a definition (c) motivate original and fluent thought and logic (d) to encourage writing of a biography.

III. INSTRUCTIONAL OBJECTIVE: By completion of this activity, the student will be able (1) to develop h/her individual criteria for greatness (2) the group will develop their criteria for greatness. There will be small groups of activity, using a four steps analytical process (brainstorming, comparing, organizing, concluding) this criteria will be used to evaluate individual greatness.

IV. ACTIVITY: The student will read a biography representing each discipline. The student will write or note characteristics of why they feel these people are great. The group will share upon completion of their readings, their characteristics, the class will form their own definition and then formulate a class definition.

V. DIRECTIONS:

1. Brainstorm the concept "greatness".
2. Read biographies from Science, Social Studies, English, Mathematics, art, music, athletics, etc.
3. Meet in small groups. The recorder appointed for each group will keep a record of the characteristics the group felt were most outstanding from each discipline.
4. Each group will report to the class their findings.
5. The class will brainstorm the concept "greatness" again. This time they will compare the ideas presented in the previous activity.
6. The class will then meet as a class to formulate a class definition of the concept.
7. Each student will write a biography of a contemporary person of their locale or a national known figure making sure they meet their criteria and/or definition.

NOTE: (These directions will need the revision appropriate to each instructor's needs.)

IV. MATERIALS AND RESOURCES: Notepads, Pencils and/or Pens, Books (Biographies and/or Autobiographies)

VII. EVALUATION: Self-evaluation, Peer Evaluation and subjective evaluation of teacher at given intervals of completion of activities.

I C P

Leadership & Survival

I. STUDY AREA AND LEVEL: "You too can be a Captain Kirk", Language Arts, Grade 4, 5 and 6 G/T. This can be a 3 to 6 day activity.

II. BROAD GOALS: (a) to ignite imaginative exploration (b) to create an opportunity to experience leadership roles (c) to motivate organizational techniques.

III. INSTRUCTIONAL OBJECTIVES: By the completion of this activity, involving imaginative thinking, the student will have explored organization and leadership roles, and developed a method of creating original ideas from minimal directions and experiences.

IV. ACTIVITIES AND DIRECTIONS:

1. Group the class into small (6 to 8 students) communities. Have them discuss their feelings toward leadership and the qualities a good leader should have. Then select a leader if they feel one is necessary.

2. Load them on an imaginary rocket and simulate a blast off, each group in its own module. Remind the students to keep a daily log as most space explorers do.

3. Have each group make a list of 15 items they need with them for survival.

4. Set each module adrift and leave their landing open ended, letting the students decide if or where they land.

5. Have them develop a means of living, sharing responsibilities, placement of values, jobs, etc.

6. Give them an opportunity to stay and encounter problems or allow them to leave not knowing what they encounter next.

VI. MATERIALS AND RESOURCES: Sound effects album (Walt Disney's Halloween effects is good.) Pencils, notebooks.

VII. EVALUATION: At the conclusion let the students write evaluations (a) self-evaluation, discussing their roles and if they contributed, etc. (b) group evaluation, if the group worked well together or did just a few run the whole thing (c) evaluation of this entire experience.

I C P

"NOW" People: Our Town

I. STUDY AREA AND LEVEL: Literature

II. BROAD GOALS: (a) to motivate analytical thought (b) to examine and formulate values (c) to motivate originality and creative thinking (d) to write a one act play

III. INSTRUCTIONAL OBJECTIVES: After a three to six week period of 30 minute sessions daily of individualized and group activities, using a six step analytical process (brainstorming, classifying, collecting and organizing data, interpreting, observing and concluding), the students will be able to write a one act play suitable and/or similar to Our Town using their locale. This activity allows the student, through self analysis and group discussion, to learn how to evaluate and create original ideas from existing factors.

IV&V. ACTIVITY AND DIRECTIONS:

1. Brainstorm attitudes that exist in their communities. Classify these attitudes.

2. Read Thornton Wilder's Our Town.

3. Discuss prevailing attitudes in the drama and compare them with the list given by the class.

4. Each group will be assigned topics and will conduct surveys relative to religious beliefs, mores, idioms, politics, etc.

5. Interview people in their respective communities similar to characters in Our Town.

6. Compile all data and share in discussions.

7. Write a one act play depicting a Modern Day Our Town.

VI. MATERIALS AND RESOURCES: Book (Wilder, Thornton Our Town) Various local personalities, paper, pens, checklist of questions, telephones.

VII. EVALUATION: Subjective Evaluation by Teacher, Peer-Evaluation, Self Evaluation Step 7 should be evaluated by using Creative Writing Scale (See appendix)

CREATIVE WRITING

Evaluation Scale

Name of Child _____

Title of Paper _____

Originality:

Imagination	5	4	3	2	1
Expression of new ideas	5	4	3	2	1
Ability to give refreshing twist even to old ideas	5	4	3	2	1

Expression:

Use of vocabulary (vividness of expression)	5	4	3	2	1
Characterization (lifelike and feelings captured)	5	4	3	2	1
Sensitivity (to problem and to relationships	5	4	3	2	1
Mechanics (grammar, spelling, punctuation)	5	4	3	2	1

Organization:

Sequence (ideas organized)	5	4	3	2	1
Story well developed	5	4	3	2	1

Totals _____ Average Score _____

Scale:

Exceptional	5
Above Average	4
Average	3
Below Average	2
Low	1

Signature _____

I C P

Sense Experiment

I. STUDY AREA AND LEVEL: Appropriate for studies of the brain or of learning styles, and for development of group cohesion (fourth grade - adult)

II. BROAD GOALS: 1) to develop imagination; 2) to arouse curiosity about brain function; 3) to experience use of the right hemisphere; 4) to develop a supportive group atmosphere.

III. INSTRUCTIONAL OBJECTIVE: By the completion of this activity, the students will have 1) focused on a picture and imagined sensory details, 2) concentrated on internal visual images, 3) discussed hemisphericity as a component of brain function, and 4) exhibited supportive behavior toward group members through sharing feelings and reactions to the experiment.

IV. ACTIVITY AND DIRECTIONS: (groups of 4-12)

A. From among many choices, each student chooses a favorite picture. Allow students enough time (10 min.) to experience a variety of pictures. The only explanation given is that the group is going to work on an "experiment". Emphasize that students are not to show their pictures to the others; this will affect how the "experiment" is performed.

B. Teacher briefly explains that in most people it is the right hemisphere in the brain that is activated when we appreciate a beautiful scene. This is a part of the brain that is usually not used in the classroom, and the group will work together to learn about this unused part of their brain.

C. Explain procedures:

1. One student will sit in an adjacent room looking at a favorite picture and concentrate on putting himself "into" the picture, using the 5 senses.

2. The remainder of students will sit comfortably and quietly in a darkened room. They will concentrate on whatever visual images appear internally. Emphasize importance of quiet, non-distracting atmosphere.

3. After 5 minutes or so, the individual student returns to the group. This student will ask what images each group member "saw".

4. "Sender" reveals the picture, and explains what he was imagining. Students discuss their feelings and reactions to this experience.

5. Point out that some students may be better "senders" than "receivers", or vice versa, and that the "results" of this experience may vary with the circumstances.

D. After completing this procedure several times, teacher explains that the "experiment" will be conducted another day, to see whether or not the "results" are affected by different circumstances or variables.

IV. MATERIALS AND RESOURCES: Many pictures that appeal to students (from old calendars, books, magazines, etc.); quiet space for the "sender" adjacent to the classroom.

V. EVALUATION:

A. Subjective judgments made by the teacher while listening to the "receivers" describing their internal images and to the "sender" describing how he went inside the picture.

B. At the end of the activity, the students discuss 1) what they have learned about each other from this experience, 2) their reactions to this experience and ideas on variables affecting the experiment; and 3) other experiences students have had where they use their right hemisphere.

(For older students, this experience could be followed by a more detailed presentation of brain function and learning styles.)

I C P

The Tenth Planet

I. STUDY AREA AND LEVEL: Science: (define and explore the universe) with the concept of "Creativity" being emphasized. Appropriate for grades four through twelve.

II. BROAD GOALS: (a) to define the term "universe," (b) to create a tenth planet, (c) to motivate self analysis, (d) to trigger imagination and original ideas, (e) to motivate original thinking and designing, (f) to display greater self-respect in accomplishing creative task, (g) to study possible steps in a creative process.

III. INSTRUCTIONAL OBJECTIVE: By the completion of this creative task, the student, through self analysis, group discussion, and a five step analytic process (brainstorming, predicting, forecasting, organizing, and concluding), as well as group discussion will have learned how to evaluate himself as a thinker, and how to create original ideas.

IV. ACTIVITIES AND DIRECTIONS:

A. Group discussion on the universe.

B. Group discussion on "a tenth planet".

C. Write a creative story on "The Tenth Planet."

D. Draw pictures which illustrate your newly created planet.

E. Make a model (using various medias) of the new planet (show everything which exists on the planet).

F. Make a filmstrip about your new planet.

G. Tape your creative story and present it to the class using your filmstrip along with the tape.

H. Write and present a play on your newly created planet.

V. MATERIALS AND RESOURCES:

- paper, pencils, crayons, magic markers, glue, scissors, etc.
- filmstrip material, empty tape
- books and reference materials dealing with the universe
- movies and filmstrips on the universe

VI. **EVALUATION**: Subjective judgments made by the teacher at several junctures of the activities and at the end.

I C P

I. Civil War Retrospect

II. BROAD GOALS:

Based on historical fact students will take their knowledge one step further and envision this war and its possible outcomes under different circumstances. Students will work on the thinking skills of analyzing and synthesizing.

III. INSTRUCTIONAL OBJECTIVES:

With the conclusion of this unit of study the student will be able to take an historical event in a hypothetical situation and arrive at probable conclusions, which will be demonstrated by a group presentation.

IV. ACTIVITY AND DIRECTIONS:

A. Directed study of historical events surrounding the Civil War.

B. Divide class into 6 groups, assigning each a hypothetical situation:

1. Imagine the Civil War was fought 25 years sooner.

2. Imagine the Civil War was fought 25 years later.

3. Describe the events following the war if the Confederacy had won (take to present day).

4. Select 2 major battles of the war and without altering the actual number of soldiers or equipment, develop a different battle strategy to reverse the outcome.

5. If the peace factions in the north had prevented Lincoln from being re-elected.

6. Given the proposition that Lee had accepted command of Union troops, envision the differences in duration of the war, morale of both Union and Confederate troops, and Reconstruction.

C. Groups will present their conclusions to the class in various forms. Some possible presentations might include; skits, video-tapes, new history book, reports, period newspapers, charts, diarama, or wall murals.

V. **EVALUATION:**

Peer evaluation of presentation based on scale devised by students.

Teacher observation during activity and at presentation.

Essay analyzing and discussing a different situation involving the war.

I C P

Sensory Awareness

I. STUDY AREA AND LEVEL: Language arts, social studies, science, or any other subject area where heightened sensory awareness may facilitate creative responses. (Elementary grades)

II. BROAD GOALS: To help students develop fluency, flexibility, and originality by participating in different activities requiring divergent thinking and concerning sensory perception.

III. INSTRUCTIONAL OBJECTIVE: Upon completion of these activities, involving sensory stimulation or deprivation experiences, the student will exhibit through written or pictorial form an awareness of expanded sensory responsiveness.

IV. ACTIVITIES AND DIRECTIONS:

1. Have students experience touching fur, steel, hairbrush bristles, etc. Have them describe how these articles feel to the touch using as many descriptive words as possible.

2. Discuss with the students the word "feel". Discuss its meaning as a word describing emotion and as a sense of touch. List or discuss all the ways in which they "feel" happy. Sentence starters may be used: I can feel..... (touch) or Sometimes I feel..... (emotion)

3. Have students experience samples of spices or unfamiliar foods. Blindfolded, ask for as many responses as possible concerning the smell or taste.

4. Discuss with the students what life would be like without one of their senses. What other sense might compensate for the loss of one sense? Have each student choose a sense and imagine they have lost this sense, then write a story listing all the ways in which his life would be affected.

5. Read a story, such as The Blind Men and the Elephant, and discuss the fact that we all perceive things differently according to our experiences. Let them imagine and then tell or write about familiar things from different points of view.

6. Have students draw pictures of an unusual sensory experience not usually considered visible: thunder, an

earthquake, a hungry feeling, a soft sound, a thought or idea, etc.

V. MATERIALS AND RESOURCES: Pictures, stories, variety of objects as needed for sensory experiences.

VI. EVALUATION: Observations and subjective judgments by teacher of evidence of perceptual shifts, heightened powers of observation, or expanded thinking.

PART II

Varied Instructional Units

MYTHOLOGY: A JOURNEY INTO THE PAST

INTRODUCTION:

This unit is designed to enable students from a wide range of grade levels to recognize and appreciate classical mythology. It is an appropriate study for gifted students because the image of mythology appears everywhere in our culture, from "The National Lampoon" to television super-heroes such as, "The Incredible Hulk" and "Wonder Woman." Recognizing these correlations is an important factor in the study of the myth in history as well as in contemporary society.

OBJECTIVES:

1. To become familiar with definitions of the term mythology because of the varied cultural expanses of the study of mythology.

2. To become familiar with terminology synonymous with mythology: e.g. deity, lore legend, gremlin, fairy, elf, leprechaun, banshee, dwarf, giant, ogre, mermaid, merman, undine, sylph, witch, warlock, werewolf, vampire, enchantment, bogie, magic, god, goddess, fantasy, mono-myth...

3. To become familiar with similarities between themes, characters, incidents, and even details of various myths.

4. To explore and experience beyond the study of the traditionally experienced Greek and Roman mythology, and taste tidbits from cultures such as the African, Asian, Polynesian, and American.

5. To help students realize that to people of very ancient times, all nature was animated; all things were, or could be persons; all people emulated and revered their gods and their powers; and contemporary man continues to dwell in these dreams and fantasies.

6. To help students appreciate the need of mankind to explain the unexplainable.

7. To help students appreciate the literary values of the study of mythology; its aesthetic beauty, employment of literary devices, and the delight of fantasy.

8. To show that we are creatures of myth as well as science and history.

INTRODUCTORY ACTIVITIES:

1. The day the unit is to begin, organize students to have a mock primary election of their favorite super-hero (animated or unanimated). Pass out pre-prepared ballots for write-in candidates.

2. Students become pollsters and do a random community survey on the favored super-hero of young people and young adults in the following age categories: 6-9, 10-13, 14-16, and 17-20.

3. Students then construct a chart/graph that depicts the findings by age groups of both their ballots and their surveys.

4. Show the video-cassette of the film" "Clash of the Titians."

DEVELOPMENTAL ACTIVITIES:

1. Define the terms using: an unabridged dictionary, Bulfinch's Mythology, and Crowell's Handbook of Classical Mythology.

2. Remnants: Trace the origins of any of the following to their mythical beginnings:

   a) our calendar & chronology, b) the word "lunatic", c) wedding customs, d) Halloween, e) Christmas, f) Easter, g) funeral customs, h) Baptism, i) charms & jewelry, j) names given to high sch. team mascots, k) birthday cake & candles, l) Playboy bunnies, m) lucky horseshoe, n) Olympics, o) perfume, p) snakes, q) Tarot cards, r) "I Ching", s) bells, t) Valentines Day, u) wishbone breaking, v) the phrase, "God bless you," for a sneeze, w) any animal, x) the expression, "goodbye", y) any superstition, z) rings

3. Use library resources to find information for oral readings, pictorial representations, dramatic presentations, musical or dance interpretations.

   I. The Egyptians

      a) Osiris, b) Isis, c) The Book of the Dead

   II. The Babylonians

      a) Ishtar, b) The Epic of Gilgamesh

   III. The Hebrews

      a) angels, b) archangels, c) satan

IV. The Persian

a) gods & goddesses of Zoroaster

V. India

a) the story of Rama, b) Legends from the "Ramayana"

VI. The Greek

a) the creation, b) the deities

VII. The Roman

a) the creation, b) the deities

VIII. Europe and the Orient

a) fairies, b) elves, c) pixies & bogies, d) wights, e) brownies, f) leprachauns, g) dwarfs & trolls, h) Drac, i) witches & warlocks, j) vampires

IX. Other Legendary Figures and Themes

a) Atlantis, b) El Dorado, c) Fountain of Youth, d) The Phoenix, e) Santa Claus, f) Blarney Stone, g) Pierrot, h) Punch & Judy, i) The Pied Piper

4. Create a collection and display of comic books that depict the super-hero concept.

5. Make an indexed file of myths in the following categories from varied cultures:

a) creations, b) lovers, c) earth gods, d) water gods, e) sun gods

6. Create a collage of product labels which bear names derived from ancient myths.

7. From the mythic world of commercials, list, by briefly recapping the pitch lines of commercials that, 1) present a problem, and 2) propose a solution through quasi-magical resolution, e.g. a magical metamorphosis (the before/after) technique.

8. Write commercials using mythical themes and structure.

9. The mythic world of sports. "All sports are enacted within a "playground," carefully marked off and set aside from the real world. The arena, gymnasium, track field, or court are carefully marked by boundaries which set off the space as special; belonging to another world." (Jeffrey Schrank)

Sports Activities:

a) Find newspaper or magazine stories in which game or sports heroes are described in mythic terms. Stretch the myth-like account a step further by assigning the hero an extra-sensory power and create a new ending for the story.

b) Study the relations of any major sport in our national character. Contrast this American sport with a comparable European sport. What qualities create a hero-type player for fans of the sport?

c) Report on current attempts to de-mythologize sports.

CULMINATING ACTIVITIES:

1. Write and produce a radio broadcast for station WMYTH-O. Broadcasts might include:

   a) Interviews with gods, goddesses, and super heroes; with comments from the gods on the state of the hero in today's societies.

   b) "Straight-Talk" rapping sessions between past and present political leaders and gods from various cultures.

   c) Dramatize product advertisements by the appropriate goddess on items used by the typical American housewife.

   d) Compose musical selections in honor of a particular cultural group of gods.

2. Select a myth and re-write it in script form and perform it.

3. Sketch and design costumes for the Greek goddesses and display them in a fashion show.

4. Improvise dances and pantomimes and reader's theater groups based on stories of the gods.

5. Write a mytho-science fiction short story with current issues and problems being handled by the gods.

5. MYTH*O*RAMA

   Students will exhibit, explain, perform, and evaluate their projects created in the developing and culminating activities.

EVALUATION:

Students will be evaluated on several different levels:

1) Presentation of research materials and projects: creative writings, dramatic interpretations, musical and dance compositions, artistic drawings, and researched reports.

2) Mythological radio broadcasts.

3) Class discussion and participation.

4) MYTH*O*RAMA Exhibits with judging by students, parents, and teachers

   a) physical applause by a rating meter connected to a meter and microphone. (The old game show technique)

   b) evaluation forms created by students through brainstorming activities.

DISCUSSION QUESTIONS:

1. What are some qualities common to all myths, past and present?

2. How are the gods and goddesses of myths comparable to present day heroes and political figures?

3. Who are some of the present-day mythological heroes in today's sports and movies?

4. Who are some myth-like characters in today's music?

5. What qualities does a president need to become mythologized? Are any current political leaders promising?

6. Consider the organization of your city's government; with the capabilities of summoning the powers of the gods, how might your city be transformed into a utopia?

7. What kind of heroes is mankind likely to create in light of our highly technological and computerized era?

8. Why has the hero concept survived since the beginning of time?

9. What might humanity have been like without gods, goddesses, and heroes?

10. What is important about the forces of good and evil in myths?

11. How are each of the following characters or stories myth-like?

    a) King Kong, b) Goldilocks and the Three Bears, c) Little Red Riding Hood, d) Superman, e) The Incredible Hulk,

f) Frankenstein, g) Star Trek, h) Star Wars, i) The Wizard of Oz

12. What is a mono-myth, and how are the characters examples of the American mono-myth?

    a) Jaws, b) The Lone Ranger, c) Buffalo Bill, d) Bufford Pusser

MATERIALS:

A. HEROES, GODS & MYTHS OF THE GREEK WORLD
   BELL & HOWELL (CASSETTE & FILM)

B. MYTHOLOGY TODAY
   JEFFREY SCHRANK: THE LEARNING SEED CO. (CASSETTE & FILM)

C. OF HEROES & MONSTERS
   16mm FILM (FORSYTH PUBLIC LIBRARY)

D. CLASH OF THE TITIANS
   VIDEO CASSETTE FILM (FORSYTH PUBLIC LIBRARY

BOOKS:

E.	BULFINCH'S MYTHOLOGY	BULFINCH
F.	MYTHS AND LEGENDS OF ALL NATIONS	ROBINSON/WILSON
G.	DICTIONARY OF ALL SCRIPTURES AND MYTHS	G. A. GASKELL
H.	WHAT MEN OR GODS ARE THESE?	F. & J. BOSWELL
I.	MYTHOLOGY	E. HAMILTON
J.	THE COMIC BOOK GUIDE & PRICE LISTS	OVERSTREET
K.	OCCIDENTAL MYTHOLOGY	J. CAMPBELL
L.	CROWELL'S HANDBOOK OF CLASSICAL MYTHOLOGY	E. TRIPP
M.	MYTHS	MCGRAW/HILL
N.	WORLD BOOK ENCYCLOPEDIA	VOL. #13

COURAGE/FEAR

INTRODUCTION

This unit is an interdisciplinary approach to Language Arts for seventh or eighth grade students. It is designed to give students the opportunity to perform proficiently in using research methods, to be creative through art projects, and to be challenged in the area of creative writing.

The Courage/Fear unit is effective for Gifted/Talented students because it offers opportunities for conceptualizing and for higher levels of cognitive and affective thinking.

OBJECTIVES

1. The students will read and comprehend a variety of stories and one book on the topic of courage or fear.

2. The students will be assigned art activities that are designed to develop affective skills and to enhance the learning environment.

3. The students will be asked to write stories that will help develop their cognitive reasoning.

4. The children will learn to identify research methods through interview and the use of magazines and periodicals. They will also become familiar with the Reader's Guide for research.

5. The students will learn the use of quotation marks in writing their interviews.

6. Students will be able to construct good paragraphs that state the main idea of a story.

7. The students will be able to compare and contrast courage and fear.

ACTIVITIES (Reading)

1. Students will be given a list of stories and books that deal with the subject of courage or fear. They will be asked to select a certain number of stories to read and at least one book on the subject. (Extra books read will receive additional credit but are not required.) Points are given for the difficulty of the book.

2. Students will fill out index cards after finishing a story with the following information:

   Title Name
   Anthology Period

3-10 sentence summary that describes the courageous or fearful event in the story.
Picture that describes story. (Put on back of card)

ACTIVITIES (Writing)

1. Students will be given the opportunity to do creative writing in the area of fear/courage. They will receive points for each story written. They are to select from the situations that are presented below. Each story is worth five points.

   A. You are a person experiencing a natural disaster. Tell about your fears. What is happening around you? Will you do anything courageous to save yourself or others? Use your imagination to make up this situation.

   B. You are climbing a hill. You must get to the top of it. There is something crucial you must do at the top. Time is running out. This hill is so hard to climb. Do you make it to the top? Do you slip? What helps or prevents your climb?

   C. You are trapped in an abandoned building. It is an old condemned building in a desolate place. Night is coming and the streets are empty. You bang on the windows and shout. What is going on in your mind? Do you eventually get out?

   D. You did it! You committed the crime! Now write your confession using "I". Why did you do it?

   E. You were on your way to someplace. You stopped at a well. You fell in. Luckily, you caught the bucket rope. You are hanging on with one hand. You manage to feel your pockets and find 2 objects you believe can help you escape. You use them. What happens?

   F. Describe the ugliest, most frightening face you can imagine.

   G. Your kidnappers have mistaken you for someone else. You try to explain this to them, but they do not believe you. How can you convince them that you are not the person that they think you are?

   H. Describe the worst rainstorm, snowstorm, hailstorm, or thunderstorm you ever saw. Where were you when it happened? What thoughts ran through your head?

   I. You are a cowboy. You ride into a strange town, expecting to stay just long enough to get a good night's rest. Unfortunately, you get into a fight with a mean

desperado. The morning after the fight, the desperado returns to town with a gang of outlaws. You are outnumbered, but you manage to defeat them all. Describe how you do it.

J. You are brave and courageous. Tell a weaker person or a coward how to be brave, courageous, fearless and strong.

K. Write a story entitled one of the following: "Escape", "Rescue", "Back from Hell!", "Survival".

Students who have another idea for a story on courage/fear may seek permission to write their story.

RESEARCH ACTIVITIES

Students are to list all sources that are used for research.

Students will put the information found from the sources into their own words.

Students are to research one or more of the following events and include in the report the causes and results of these natural disasters.

floods
landslides
volcanic eruptions
hurricanes
avalanches
tornadoes
blizzards
great fires

Students will do research on two or more of the following:

1. Compile a list of the most exciting things to do or experience that you can think of or find out about. These may include things that the student has done or never done.

2. Ask both of your parents to tell you the most exciting or dangerous experience they ever had.

3. Find 3 newspaper accounts of crime, natural disaster, or acts of heroism. You can mix and match.

4. Research studies on life after death.

5. Find out about 2 daredevils. What have they done?

6. Do research 3 famous generals from any of these wars:

The Civil War
World War I
World War II
Vietnam

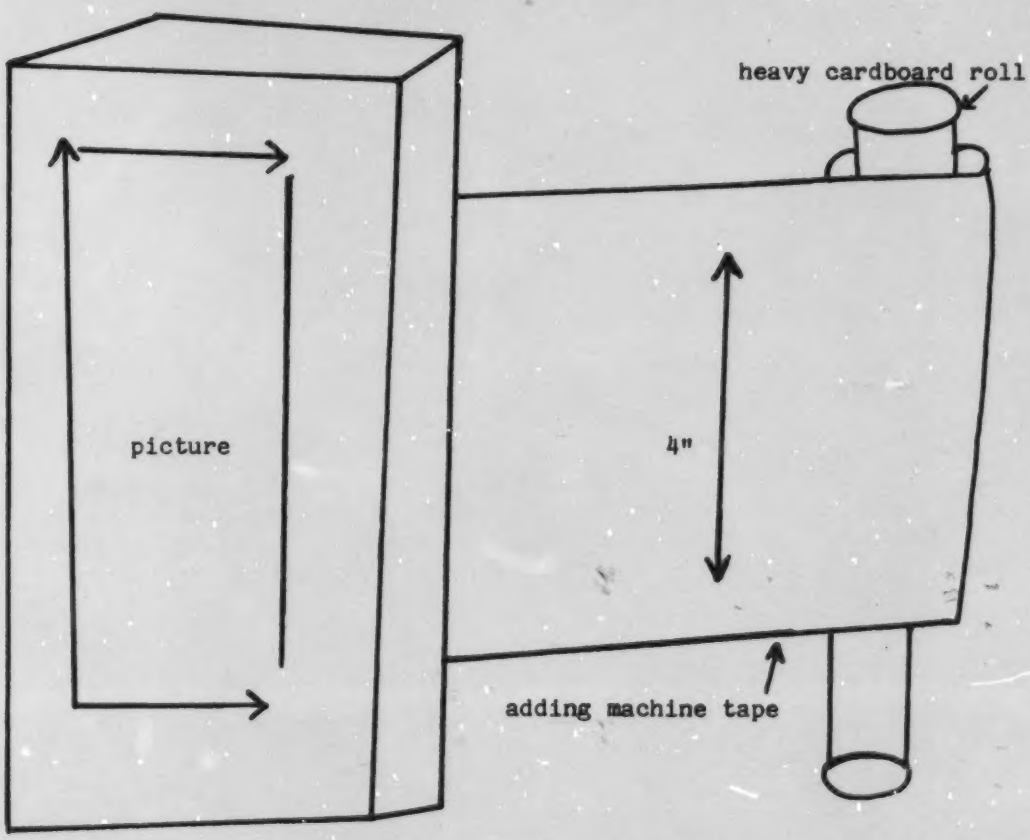
7. Research the Bermuda Triangle.

ART ACTIVITIES

The students will make a paper film strip to depict a story that they have written.

Directions:

To make a paper filmstrip, take a roll of the widest adding machine tape and cut off a length of paper several feet long. Cut up cardboard cylinders (toilet roll size). Onto each piece of cardboard, glue a length of the paper at one end and roll it up. These will be the filmstrips. For the screens take cardboard boxes or shirt cardboards, paint them black and cut two vertical slits 4 inches long and 4 or 5 inches apart. Slip the paper strip right into the screen and make the drawings, pulling the strip through as the story develops. The dialogue could be put into balloons in each frame or narrated. (See example below)



2. Make life-size dolls of a famous hero or heroine that you have read or written about during the unit. Lie down on a large piece of heavy cardboard and have someone trace around your body. Paint and decorate the figure to look like the character. Leave the face portion open so that your own face can be placed there. You may use material to dress the dolls.

Example:

3. Make a mural that depicts the before and after of a natural disaster.

4. Make a model of a war plane, ship or gun. Label the model.

5. Draw and label a picture of a battlefield.

6. Draw or make a display of violent objects (not the real object). Label their use.

7. Make a drawing or model of a natural disaster. Label the model.

8. Decorate one of the windows in the room to depict a courageous or fearful event.

(Students may suggest to the teacher other ideas not listed.)

GUEST SPEAKERS

A student may invite a guest speaker to come to the class. The speaker should have experienced a time that required courage or a time when they experienced a fearful event. Prior approval of the guest and a time for visitation will be given by the teacher.

DISCUSSION

Discussion will be an integral part of this unit. As the need for discussion arises then it will be done.

MATERIALS

Stories from seventh-eighth grade reading books.

ALL AROUND AMERICA

"Danger in the Wind", "The Man Without a Country", "I Hate War", "D-Day", "The Diary of Anne Frank", "Lost", "Black River Trap"

EXPLORING LITERATURE

"The Tenth Hour", "Scarface", "Harriet Tubman: The Moses of Her People", "Death of Red Peril", "The Sodbusters", "The Life and Death of a Western Gladiator", "A Man from Fort Necessity", "Corporal Hardy"

DIVERSITY (Supplementary)

"The Boy Who Predicted Earthquakes", "A Couple of Lost Squadrons", "Another Kind of Courage", "Ordeal in Spring"

ACCENTS

"Harriet Quimby Flies the Channel", "Settlers in Space", "Roots", "Klondike Kate"

LITERATURE AND LIFE

"Top Man", "To Build a Fire", "Drought"

BOOKS

THE DIARY OF ANNE FRANK
THE HIDING PLACE
ALIVE
EARTHQUAKE
TALES OF TERROR AND SUSPENSE
U-BOATS AT WAR
STILLNESS AT APPOMATTOX
COMBAT GENERAL
THE RED BADGE OF COURAGE
P.T. 109
BIRDMAN OF ALCATRAZ
HIROSHIMA
THE MIRACLE WORKER
GREAT UNTOLD STORIES OF WWII
WE DIE ALONE
THE STORY OF MY LIFE (HELEN KELLER)
PROFILES IN COURAGE

EVALUATION

Students will be evaluated according to the standards set in the objectives. All parts of the unit will receive points and the student will receive one grade for the unit based on the points earned.

CAREER EXPLORATION IN SCIENCE

INTRODUCTION

This unit was developed to help guide gifted students of grades 7-12 in the examination of their own capabilities, aspirations, and career possibilities in the area of science. With minor adaptations, this unit could be used for career exploration in any field.

OBJECTIVES

1. Students will list their own personal capabilities and interest (knowledge)

2. Students will delineate their expectations of their life 10 years from now. They will judge this future in terms of their own values and reality. (knowledge/evaluation)

3. Students will estimate their own capabilities in the specific area of science and compare these with their self-list of capabilities. (comprehension)

4. Students will be given and also search for information on various careers in science. (knowledge/comprehension)

5. Students will identify the requirements for entry into various science-related fields as well as for advancement. (analysis)

6. Students will develop their own action plan for pursuing a chosen career by compiling the available information. (synthesis)

7. Students will judge the feasibility of their action plan. (evaluation)

INTRODUCTORY ACTIVITIES

1. Introductory comments by teacher

   a) purpose of this unit

   b) early adulthood as a time of examining choices and consciously making them

   c) opening oneself up to a variety of experiences so as to better judge alternatives and better prepare oneself

   d) constant continuation of the process of searching, judging, and choosing throughout life

2. Sharing of present life goals by class members (This activity would probably be most successful in groups of three to five students.)
   Each member of the group is to express their present plans and goals for the future. Students should be encouraged to be good listeners and to help one another by asking questions that push each other into fully considering the implications of their choices.

DEVELOPMENTAL ACTIVITIES

1. Capabilities Worksheet (attached)
   Each student is to seriously consider each question and take approximately five minutes to answer each one. Students are to write as many responses as they can to each question. A small group discussion and comparison of responses may be beneficial to students in broadening their own list of capabilities and interests.

2. Ideal Life Scenario (attached)
   Encourage each student in Part A to fully fantasize their entire life situation ten years from now. In Part B, ask each student to analyze their fantasy as it pertains to the listed questions.

3. Science Capability Inventory (attached)
   Each student is to fill out an inventory on himself and then use their Capabilities Worksheet to make comparisons suggested as a follow-up.

4. Careers Available Presentation
   Through the use of career materials available through your library and guidance counselors, present the students with information on various science-related opportunities in the job market. Make use of state and rental films, filmstrips, pamphlets, career kits, and speakers. Be sure to use material which not only explains the job itself but also the training required, the future of this job, the positive and negative aspects of it, the sacrifices to one's personal life, etc.

5. Career Research (attached)
   Have students do independent research on jobs which particularly interest them. This can be done with career kits, encyclopedias, library books or field interviews. A sample set of questions is given on page 8.

CULMINATION ACTIVITY

1. Summary Sheet (attached)
   Each student is to compile the information requested on this sheet using their Capabilities Worksheet, Science Capability Inventory, and Career Research.

EVALUATION

1. Action Plan
   Each student is to develop a schematic representation of an action plan for their ideal career.

   a) Identify your ideal career.

   b) List immediate precursors to obtaining a job in this field, college education, work experience, hobbies or spare time activities.

   c) List the necessary steps for doing those activities mentioned in step b) - college entrance requirements (necessary high school courses, test qualifications, applications, hobbies or school activities which qualify one for initial work experience in a field, necessary funds and/or resource to develop appropriate hobbies.

2. Judgement of action plan
   Each student is to write an essay addressing the following question: How realistic do you think your action plan is in view of your capabilities, resources, and interests?

MATERIALS

American College Testing Program. College Planning/Search Book. ACT Publication: Iowa City, Iowa, 1977.

Smith, Walter S. and Stroup, Kala M. Science Career Exploration For Women. National Science Teachers Association, Washington, D.C., 1978.

Worksheets (from Science Career Exploration for Women)

Capabilities Worksheet

1. When do you feel fully alive? What things, events, activities, people, etc., make you feel life is really worth living?

2. What do you do well? However small or unrecognized or seemingly unimportant, what are the things you know how to do?

3. What would you like to learn to do, or learn to do better? What things would you like to try? What would you like to start doing?

4. What do you do now in your life that you'd like to stop doing? What things happen to you that you'd like to discontinue?

5. What do you do now that you'd like to continue doing in the future? What are the things that you don't want to give up?

6. What resources do you have in your life? What are the things you have going for you, the things that can help you get what you want? They may be things, people, money, skills, advantages, or whatever provides opportunities for you or gives you support.

Worksheets

Career Research

Occupation: _____

1. Description of work (activities, responsibilities, who you work with, how you relate to fellow professionals, possible setting, etc.

2. Requirements for entry (training or education):

3. Requirements for advancement:

4. Salary:

5. Employment outlook (demand trends):

6. Value of this area of work (what is its contribution to society?):

7. Life styles that could go with this occupation (how would it affect other parts of your life and how do you feel about these parameters?):

8. Things you might like about this occupation:

9. Things you might dislike about this occupation:

10. What additional questions do you have about this field that remain unanswered?

Worksheets

Ideal Life Scenario

Part A

Close your eyes and imagine yourself ten years into the future. Now try to visualize your home and its occupants - are you married, do you have kids, what kind of car are you driving? Now picture yourself getting up in the morning and going to work - where would that be, what kind of job would that be, what would your day be like? Get these ideas down on paper as completely and fully as you can.

Part B

Now go back and analyze your fantasy by answering these questions:

1. How clear is your picture of yourself ten years from now?

2. What was that ideal career?

3. How do you feel about this ideal future you dreamed up?

4. What parts of the dream are sheer fantasy and what parts feel like they could become reality?

5. Is your dream a product of your own choices or is it a product of what other people expect of you or is it some combination of these two factors?

6. What parts of the dream are unique to your sex?

7. Do these parts feel like constraints, or privileges; automatic roles, or roles made by choice?

8. What barriers are there to the dream's fulfillment?

Worksheets

Science Capability Inventory

DO I DO THESE THINGS WELL?	YES	NO
Solve mathematical puzzles		
Road maps		
Work independently		
Think through abstract problems		
Accept responsibility for tasks		

DO I LIKE TO DO THESE THINGS?		
Use tools or instruments		
See how things work		
Meet challenges		
Succeed		
Explore the unknown		

DO I HAVE THESE RESOURCES?		
Background in science (at least 2 courses)		
Background in math (at least 3 courses)		
Ability and motivation to finish projects		
Curiosity about the physical world		
Tendency for creative and original ideas		
General academic ability		

	TRUE	FALSE
I do not like highly structured situations with many rules		
I do not like repetitive activities		
I do not easily accept conventional ideas and attitudes		
I do not need to experience the rewards for my work immediately		

LET'S STUDY FOLK AND FAIRY TALES

This Introduction was planned for 1st, 2nd and 3rd grade gifted students.

Purpose -

To help students recognize the folk/fairy tale as a literary form.

To help students realize that tales reveal universal truths about mankind - drives, conflicts, good, evil.

To have students re-examine familiar tales from an entirely different approach from the accepted.

To help students realize that different versions of the same tale are the result of different authors' interpretations.

To have students compare different versions of the same story.

Sources -

Arbuthnot's Anthology of Children's Literature
Folk Tale Introduction

Children and Books, Arbuthnot
Theories on Folk Origin

Folk - Fairy Tales - Introduction Definition

Lesson I - set up for 1 hour class (may vary according to class)

1. What is a folk/fairy tale?

   a. Children brainstorm - write responses on board or chart.

2. Where would we look to find out what a folk tale is?

   a. Children give solutions to problem....dictionary.
   b. Check out each source for reliability.
   c. Decide on a rather universal definition of a tale after comparing definition to #1 ideas.

      1. Discuss vocabulary - generation, anonymous, orally.

3. Compile a list of all the tales children can think of that they have heard.

4. Categorize (put into groups) these tales. (Tales with giants, talking animals, fairies, wicked witches.)

5. Brainstorm "why do you think tales began?" Write list on board.

6. How do you think tales began? (originated) Brainstorm, lead to - origins in dreams, nightmares, things people were afraid of or imagined.

7. How did the tales get passed from one people, one place, one time to another?

   a. People moving.
   b. Wars - sailors, soldiers.
   c. People taken as prisoners, women.
   d. Minstrels, monks, scholars.

   (Assignment - read as many tales as can before next class)

Lesson 2 - Elements and Development of -

1. Look back over the list of tales compiled earlier. Add to it. Have children try to think of ways the stories are alike - what do they have in common? Can we draw up a list of elements of, or characteristics of folk, fairy tales?

   a. "Once upon a time" beginning
   b. Happy ending
   c. Magic

d. Good, bad characters
e. Events happen in 3's

(If children have trouble - read a tale that exemplifies the characteristics - ex. Goldilocks.)

2. Guide class to formulate a sequence found in tales.

a. Intro. of time, setting, characters
b. Presentation of problem confronting main character
c. Action leading to climax
d. Conflict resolved
e. Happy ending

Examine several tales for evidence of this format.

3. Students refer to list of tales, choose one to put in their "picture frame". Upon completion, class tries to "Name That Tale".

4. Students can try to match events from a tale to the title or match deeds of different characters to the correct character. Prepare slips of paper with events, character names, deeds for students to match.

Lesson 3 - Character Development

1. Compile a list of characters from favorite tales.

2. Distinguish between hero/heroine and villain; good and bad or evil characters. Contrast one group to the other.

3. Discuss various human characteristics such as loving, selfish, mean, greedy, ambitious, etc. Determine which characters exhibit which characteristics. Decide which characters would be most admirable. Plan a story in which a character with the least desirable characteristics will have experiences that cause him to become a "good guy" in the end.

Lesson 4 - Characterization (Cont'd.)

1 Children brainstorm as many human traits as can adding to those from activity 3. Have students assign a value to each trait (ex. 1 pt. = bad, 2 pts. = poor, 3 pts. = acceptable). Then categorize the traits according to the assigned values; all traits with 5 pts. in one class. Now go back to the list of good, evil characters and record the appropriate values for the traits. Total the value pts. Now rank order the characters according to the total number of pts. Students now evaluate the activity to see what the particular order of traits tells them about their own value system.

Lesson 5 - Evaluating Folk Tales

1. Children are to judge folk tales by a specified criteria. Explain criteria by asking - "What standards would you look for in a good football player?" Have class decide what criteria would be required for a good folk tale. Rank the criteria on a point basis from most desirable to least...ex. 5 pts. for suspense, 1 pt. for happy ending. Examine several tales, evaluate them by the specified criteria agreed upon. Tally pts. for each tale. Judge which tale meets the most criteria.

2. Select a tale which shows sex stereotyping. Rewrite the tale reversing the roles. Compare the "new" version to the old. Judge by a pt. value which would be most acceptable.

3. Conduct a survey of regular classrooms on their favorite folk tale or character. Children can select "most" popular ones to canvas. Graph the results and write an analysis which explains their findings.

Lesson 6 - Creativity - Development of Original Tales

These developmental activities are intended to help child write his own folk tale.

1. Bring a picture of or an unusual object, dish pan, fan, etc., for each child. Each child writes or tells about how this object would be a significant part of a folk tale. Paste picture on one side of page and child's description on opposite. Compile a class book.

2. Prepare strips of paper with names of folk characters, settings and excerpts from tales or objects from familiar tales. Child draws one slip from each category from castle framework. Child creates a "new" tale utilizing ideas on slips. Example, Jack, gingerbread house, poison apple.

3. Develop a fairy tale from class efforts. Prepare "fairy" book. Each child adds a "chapter" to what has been done by individuals in class.

Lesson 7 - Writing Original Tale

With the background of Lesson 5, it is hoped that each child will be able to develop an original folk tale. These tales may be presented in several ways.

1. Tale can be written in dialogue and performed by class.

2. They can be duplicated so each child can have his own book of everyone's tale.

3. Each child can make his own book by using bookbinding technique or by marbelizing a cover.

4. Students can tape record the tales for sharing with other classes.

5. Students can develop a puppet show from one's original tale.

6. Child can dress up like the main character in his tale and tell his story to class.

Lesson 8 - Comparisons

Objective: to compare 4 different folk tales which carry the same theme.

Use the following stories for in-depth comparisons of plot, sequence, character development, illustrations, mood, language, etc.

The Gingerbread Boy	-	Galdone
The Bun	-	Brown
Journey Cake, Ho	-	Sawyer
The Pancake	-	Lobel

CONSENSUS AND TURMOIL: CHANGING PATTERNS OF AMERICAN SOCIETY

INTRODUCTION

More than any other generation, today's high school students have lived their entire life during a period of great change in America and the world. Changing patterns are so dominant in America's society that it is accepted as a normal part of young people's lives. Students have become so adaptable to change that they expect and accept it as inevitable.

This unit is designed to help students better understand the nature of change in the contemporary world. Students will focus on the changing patterns in American society with an emphasis on women, minorities and social problems.

This unit is especially appropriate for gifted and talented ninth graders because they will be among the leading agents for change as they become responsible citizens. It offers opportunities to get students involved in higher levels of cognitive thinking.

There is a textbook, Boorstin and Kelley, A History of The United States to be used by all students for critical readings on specific areas of change. Yet, it would be helpful to have a large number of books including those listed in the material section placed on reserve in the school media center or resource center. It is suggested that several good higher level texts or survey histories be included so that students may read overviews of each area of change being studied.

OBJECTIVES

1. Students should be able to identify methods of protest during the 50's, 60's, and 70's.

2. Students should be able to analyze the results of change with regard to the various areas of life affected.

3. Students should be able to evaluate the impact of factors affecting reform and the change they produce.

4. Students should be able to analyze and weigh evidence of changes in American society since the end of World War Two.

5. Students should be able to demonstrate new attitudes and knowledge of change in America since World War Two.

6. Students should be able to forecast, with supporting data, trends likely to occur as a result of contemporary changes in society.

7. Students should be able to make generalizations concerning the nature of technology and its role in the changing patterns of society.

8. Students should be able to identify the primary nature of the reform for women, minorities and what secondary factors are present (political, social, economic, etc.).

9. Students should be able to analyze the present in terms of generalization about patterns of change.

10. Students should be able to show sensitivity to social problems within the U.S.

11. Students should be able to differentiate between methods used by minorities and women in seeking civil rights.

12. Students should be able to formulate a definition of an American.

13. Through the study of the three areas (minorities, women and social problems) students will be able to relate the problems of man in modern society to analyze his or her present feelings and to plot society's probable path in the future.

INTRODUCTORY ACTIVITIES

1. Each student will take a short pre-test assessing attitudes and knowledge of the changing patterns in modern society.

2. Discuss the meaning of change and social problems.

3. Each student will read two sources about each of the three areas of change and then identify the primary nature of each change and the secondary factors apparent in each.

4. Show students three political cartoons on minorities, women and social problems, ask them to hypothesize about the time period represented.

DEVELOPMENTAL ACTIVITIES

The class will be divided into three groups; each group will study either changing patterns of women, social problems or minorities.

A. Group Activities:

1. View filmstrip dealing with respective area.

2. Participate in group discussions, assembling, classifying and organizing data gathered.

3. Prepare a handout identifying key people and terms relating to respective area.

4. Make a class presentation about a respective area utilizing at least two of the following: panel discussions, debate, self-prepared slide presentation, political cartoons, bulletin board, role play.

B. Individual Activities:

1. Write a short analysis of each group's presentation

   a. summarize the main points

   b. explain the reasons the change is necessary or unnecessary.

2. Write a paper analyzing the respective areas studied regarding the accomplishments, failures and effects on society.

3. Take a factual quiz on the three areas of change based on individual research, group presentations and discussion.

4. Use national and/or local newspapers and/or magazines to obtain an editorial that support the change in any one of the three areas.

5. Prepare an eyewitness report of one of the areas studied.

6. Conduct a survey of a cross section of local citizens asking what they consider the greatest need for change in contemporary America and a practical way to affect it (Be sure to include people from the following: various age groups, various occupational groups, people of different political persuasion, both sexes and various minorities.)

7. Keep a log throughout the duration of this unit (in which is detailing) any observable evidence of reform or attempted reform in America today (legislation proposed and/or passed having impact on change, news reports of demands for change, etc.)

8. Prepare a visual project explaining either the causes or effects of the changes studied.

9. Choose one specific aspect of American life (ex. women and the ERA amendment, blacks and Reaganomics, pollution and youth, etc.) and write a paper of approximately five pages showing how changes in that area affected change in American life in general.

10. Role play a person involved in the changing patterns in

American society (ex. a retiree, black civil rights leader, welfare recipient, woman liberator, etc.).

11. Invite a speaker to class (minority, woman, etc.)

12. Silent discussion - each student will bring to class a symbol which is representative of a contribution to American society made by a woman or a minority. This need not be confined to the 20th century. At the beginning of the period have students pin their symbols on a bulletin board. They are not to speak during the process. After all students have put their symbols on the board have students study the board for a few minutes. At this point the discussion ceased to be-silent. Students begin to question the various symbols and who contributed them. Students can answer the question, "What is an American?"

CULMINATING ACTIVITIES

1. Each student will participate in class discussion emphasizing generalizations which can be drawn from the study of changing patterns in American Society.

2. Each group will discuss any trends toward change in contemporary society and identify the causative factors. They will record their conclusions on handouts for all students and be prepared to discuss and defend them in a class discussion.

3. Each group will create a model of American society as they think it should be in fifty years. Each group will present its model and the other two groups will assess and criticize the model.

4. Each student will write an editorial proposing specific actions that would serve to reform that area in our contemporary society he/she sees most in need of change.

5. Each student will prepare a collage defining "an American".

6. Students will bring a picture either drawn, copied or put together that illustrates the perfect society.

QUESTIONS FOR DISCUSSION

1. How did America's early life help shape its political view on the rights of minorities and women?

2. What conditions since World War II have made American society aware of civil rights?

3. How might America be different without contributions of minorities?

4. To what degree are your views different from your parents, grandparents, neighbors, etc?

5. Why do you think what you do?

6. If you could create a perfect society what things would you change in today's world?

7. In what way would your life be different if all social problems were solved overnight?

8. To what extent do women and minorities influence American society today?

9. Do you agree or disagree with "women have their place"? Explain

10. What social problems are prevalent in your town or city?

11. In what ways might ERA be beneficial? Harmful?

12. Which minority group do you feel has the most difficult problems to overcome? Explain

13. When considering all of the problems faced by various minority groups, what do you think are the most serious problems for the aged, blacks, Hispanics, gays, Indians, etc.?

14. How can the literacy rate be improved in this country? How great a problem is illiteracy?

15. What is the cause of high school drop-outs in your county? North Carolina? United States?

16. What is your view of our personal safety in the event of a nuclear attack?

17. Are protest movements violent because of the participants, the crowd, the police and/or the motives for the protest?

18. What social problems would your mother list as important during her childhood? What problems would you list? Compare and contrast the lists.

19. Explore the current status, legislation, and rights concerning the physically and mentally handicapped.

20. Define and give examples of "affirmative actions".

EVALUATION

Students will be evaluated on several different kinds of performances during this unit.

1. Analysis of group's presentation.

2. Paper analyzing accomplishments, failures and effects of three areas on society.

3. Short quiz on factual knowledge of areas studied.

4. Editorial that shows change in one of the three areas studied.

5. Contents of log kept throughout unit.

6. Group and class discussion.

7. Presentation of group research.

8. Changes in attitudes and knowledge as evidenced by differences in pre- and post-tests.

9. Any optional project.

CHANGES - A STUDY OF THE SIXTIES THROUGH PROTEST SONGS

INTRODUCTION

Changes is designed to help students recognize the role of protest in a democratic society. In addition it is designed to stimulate value judging of historical time periods, both past and present. It accomplishes these goals by requiring a solid factual information background, the higher cognitive skills of critical thinking and trend recognition, creative skills demanding analysis and synthesis, and the development of methods and procedures for value judging.

OBJECTIVES

1. Students will be able to define or identify 95% of the following terms.

   "The Great Debates", New Frontier, Bay of Pigs, Berlin Wall, Cuban Missle Crisis, Alliance For Progress, Peace Corps, ICBM, SLBM, Nuclear Test Ban Treaty, Freedom Rides, white backlash, SCLC, 24th Amendment, The Warren Commission, Civil Rights Act - 1964, VISTA, The Great Society, Medicare, Voting Rights Act - 1965, black power, riots of 1967, counter-culture, Gulf of Tonkin Resolution, domino theory, credibility gap, Pentagon Papers.

2. Students will be able to identify the role the following people played in the 60's.

   John F. Kennedy, Richard Nixon, Alan Sheppard, Thurgood Marshall, Martin Luther King, Lee Harvey Oswald, Lyndon Johnson, Barry Goldwater, Hubert Humphrey, Ralph Nadar, George Wallace, Malcolm X, Eugene McCarthy, Rachel Carson, Pete Seeger, Dean Rusk, Robert Kennedy, Robert McNamara, Spiro Agnew.

3. Students will be able to identify the major trends of the 60's.

4. Students will be able to analyze the causes of the protests of the 60's.

5. Students will be able to analyze the impact of the 60's on subsequent U.S. History.

6. Students will be able to appreciate the positive role of protest in a democratic society.

7. Students will be able to recognize and appreciate the fact that different people view the same time periods in different lights.

8. Students will be able to identify at least ten areas of major concern in today's society.

9. Students will develop improved skills in interviewing.

10. Students will be able to compare and contrast the 60's and the Progressive Era.

11. Students will be able to recognize the role third parties and subcultures play in modifying major party platforms.

12. Students will be able to provide creative reflections of historical time periods through art, music, or verse.

13. Students will be able to devise methods for making value judgements of historical eras.

14. Students will be able to make value judgements about the 60's and 80's.

15. Students will be able to critically analyze protest songs.

16. Students will be able to predict the outcome of current areas of protest.

INTRODUCTORY ACTIVITIES

1. One week before beginning the unit have student read unit 11 of their text.

2. On the first day of the unit play the following three songs.

   "Changes" - Phil Ochs
   "Blowin' In the Wind" - Bob Dylan
   "We Shall Overcome" - Pete Seeger

   Follow their playing with a brainstorming session designed to explore the possible meanings of the songs, their relation to the 60's, their value for today. Conclude with students' reactions to the songs.

3. Show the filmstrip series "The 1960's (American Decades)".

DEVELOPMENTAL ACTIVITIES

1. Define terms.

2. Pick a year from the decade of the 60's. Go to the public library and pull the bound sets of Time and Newsweek for that year. Look at the front cover of each of the magazines issued during that year. Keep a list of the major topics of protest and the frequency with which they occur. Share your findings with the class.

3. Compare and contrast reading about the 60's from three different texts available in class.

4. Each day listen to three different protest songs from the following list.

   Pete Seeger - "We Shall Overcome"
   "The Big Muddy"
   "Where Have All the Flowers Gone"

   Phil Ochs - "Changes"
   "Here's To the State of Mississippi"
   "Iron Lady"
   "Draft Dodger Rag"
   "These Are the Days of Decision"
   "Here's To the State of Richard Nixon"
   "I Ain't Marching Any More"

   Bob Dylan - "Masters of War"
   "Blowing In the Wind"
   "The Lonesome Death of Hattie Carroll"
   "With God On Our Side"

   Kingston Trio - "The New Frontier"

   Simon and Garfunkel - "Sounds of Silence"

   Tom Paxton - "Talking Vietnam Blues"
   "The Willing Conscript"

   Judy Collins - "Deportees"

   Keep a record of what each song is about and your reaction to it. Try to select the one which you think best portrays some aspect of the 60's.

5. Listen to three speakers (teachers from within the school varying as much as possible in age and outlook) discuss their recollections of the 60's. Analyze the similarities and differences and formulate opinions as to why these people might view the same time period in a different light.

6. Interview at least three people from outside of school (one in their 30's, one in their 50's, and one in their 70's). Get their views of what it was like to live in the 60's. Also get their view of what the most important thing to come out of the 60's was. Compare their views with those of the in class speakers. Examine the views of these six people and determine whether you can draw any general conclusions about the 60's from what they said.

7. Construct three editorial cartoons, each reflecting a different trend of the 60's.

8. Listen to lectures on "trends of the 60's" and "the U.S. in world affairs during the 60's".

9. Watch the filmstrip series "The U.S. As A World Leader (Johnson to Ford)".

10. Read the headlines of the daily newspaper. Keep a journal showing your reaction to each day's news.

11. Construct a time line showing the major highlights of one of the protext movements of the 60's.

12. Compare and contrast the Progressive Era with the 60's.

13. Write a protest song for the 60's using the tune and/or verse pattern of one of the songs you've listened to.

14. Write a protest song for the 80's following the above guidelines.

15. Discuss the feeling you have toward protest movements you don't agree with. (group)

16. Create a protest movement and develop a realistic strategy for realizing your objective. (group)

17. Plan and construct a bulletin board protesting some current school policy. (group)

18. Develop a rating system, in chart form, for judging the value of different time periods in history. (group)

19. Construct an original protest sign reflecting your position on a major concern for the 80's.

20. View one of the following films and make a summary presentation of it to the class. (group)

    "I Have A Dream - The Life of Martin Luther King"
    "Justice Under the Law - The Gidion Case"
    "Vietnam Epilogue"

CULMINATING ACTIVITIES

1. Construct one editorial cartoon which you think best reflects or summarizes the 60's.

2. Participate in a class discussion on the impact of the 60's on later U.S. History.

3. Write a letter to the editor reflecting your views on some topic of current interest.

4. Present your group's protest movement and strategies to the class.

5. Using the tool developed by the class rate the 60's. Rate the 80's.

6. Present your protest songs of the 60's and 80's to the class.

QUESTIONS FOR DISCUSSION

1. What effect have the 60's had on subsequent U.S. History?

2. Why do third parties tend to fail so badly in U.S. History?

3. How are the Progressive Era and the 60's alike? Different? Are there similarities in the years preceding each era? Following?

4. How do you think future historians will view present day American society? Why?

5. Which protest movements of today do you think will be successful? Why? Which ones failures? Why?

6. What was your favorite protest song of the 60's? Why?

7. How do you feel, in general terms, about the 60's? About the 80's?

8. If you had to choose the one most significant trend of the 60's what would it be? Why?

9. What factors do you think caused the 60's to be such a volatile time?

10. What view(s) of the 60's were given by our speakers? What views were given by those you interviewed? What similarities were there? Differences? How do the accounts of these people compare to view of the 60's presented in your text? Why do you think that is?

11. If you were the President what view would you take of very strong protest movements which opposed your actions or platforms? What action might you take against groups that disagreed with you? Why?

12. What is the role of protest in our society? Are you comfortable with the role it plays? Why? Why not?

13. What do you think the final outcome of the following movements will be? Why? ERA, abortion, nuclear power, civil rights, rights of the accused, capital punishment, euthanasia, consumer protection, arms control.

14. Which of the protest movements of the 60's was most successful? How did it achieve its success? Which was least successful? How do you account for that?

15. What major accomplishment that made a dramatic difference in the history of man would you most like to be responsible for? Why?

16. How do you feel about interviewing people? How did they respond?

17. Do you look at anything differently as a result of this unit?

18. How would you rate this unit? What are its strengths? Weaknesses? In what specific ways could it be improved?

EVALUATION

1. Teacher made test covering factual information

2. Participation in class discussions.

3. Grading of editorial cartoons, posters, bulletin boards.

4. Journals of newspaper and song reactions.

5. Shared information with the class.

6. Contribution to group work.

MATERIALS

1. Daily newspapers.

2. Films - "I Have A Dream - The Life of Martin Luther King"
"Justice Under the Law - The Gidion Case"
"Vietnam Epilogue"

3. Filmstrips - "The 1960's (American Decades)"
"The U.S. As A World Leader (Johnson to Ford)"

4. Records - As listed on pages two and three.

5. Texts - The United States, Boorstin, Kelley
History of Our United States, Eibling, King, Harlow
The Pageant of American History, Bailey
The Promise of Democracy, Graff, Bohannon
Quest For Liberty, Chapin, McHugh, Gross
The United States, Davidson, Lytle